




















HISTORY LONG TERM PLANNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	Welcome to our school and classroom  <p>Children will recognise that there is a sequence of events in the day and represent time with words (i.e. group time, lunch time, family time).</p> <p>We will also use labels and song to support our understanding and naming days of the week.</p>	Where do I live?  <p>Children will discuss the house/ apartment where they live. How is it the same/ different from an owl house in our key text? We will also discuss the homes of different people/ animals. What is similar? What is different?</p>	Recounting special events  <p>Children will learn how to orally recount our visit to the shop. (First, next, after that, finally).</p> <p>They will learn to recognise and talk about special times or events for family and friends that have already happened; demonstrating emerging understanding of past tense (i.e. an experience with their family or a birthday).</p>	Observing Change  <p>Children will demonstrate an awareness of change/growth over time by talking about experiences (i.e. baby pictures of themselves and the growing of a growing of a butterfly in school).</p>	We are storytellers  <p>Children will focus on sequencing stories using simple flash cards. They will begin to use language associated story telling 'Once upon a time' and 'the end' when retelling some familiar stories.</p>	Recounting special events  <p>Children will learn how to orally recount our visit to the farm . (First, next, after that, finally).</p> <p>We will use the correct vocabulary when we talk about events that have already happened; demonstrating emerging understanding of past tense.</p>
Reception	Changes in weather, seasons and time  <p>Let's go on a Summer and Autumn walk.</p> <p>children will learn about weather and the change in the weather and seasons in our calendar.</p> <p>They will understand that the change in seasons and time have an impact on the weather, what we can do, and what we wear.</p> <p>These activities will be repeated when there is a change in seasons</p>	Which festivals do we enjoy celebrating with our families?  <p>Children will take part in a number of activities to show them that there are a number of similarities and differences in the way different occasions are celebrated.</p> <p>The children will be involved in helping prepare examples of special food, clothes and the giving and receiving of cards and gifts etc.</p> <p>This unit will be repeated every half term for relevant celebrations</p>	Transport then and Now  <p>Children will learn about transport around our city of Manchester.</p> <p>They will look at how transport has changed over time. They will use vocabulary such as long ago and today to compare buses and common modes of transport.</p>	How have I Changed?  <p>Children will learn how to notice differences and similarities between themselves and others.</p> <p>They will Investigate new vocabulary as we talk about the growth of a chick and as we grow plants.</p> <p>They will also investigate concept of growth and change by looking at ourselves as babies.</p>	Recounting special events  <p>Children will learn how to orally recount our visit to the zoo . (First, next, after that, finally).</p> <p>We will use the correct vocabulary when we talk about events that have already happened; demonstrating emerging understanding of past tense.</p>	What makes me special?  <p>ELG: Children will know about the similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this</p>

YEAR 1		Homes in the past and present in Longsight	Toys through time			The Great Fire of London
		 <p>EQ: What signs of change can we see in our local area?</p> <p>NC: changes within living memory</p> <p>Concept: Continuity and change</p> <p>Abstract term: Lifestyle, Settlement</p>	 <p>EQ: How are the toys I play with different to those 50 years ago?</p> <p>NC: Changes within living memory</p> <p>Concept: Similarity and difference</p> <p>Abstract term: Lifestyle, Monarchy (Elizabeth II), Leisure</p>			 <p>EQ: How did London change as a result of the Great Fire of 1666?</p> <p>NC: Events beyond living memory that are significant nationally or globally</p> <p>Concept: Cause and consequence</p> <p>Abstract term: Legacy (architecture), Monarchy (Charles II)</p>
YEAR 2		The Gunpowder Plot	Alan Turing and Steve Jobs			Elizabeth Gaskell Suffragettes/ Emmeline Pankhurst
		 <p>EQ: Why did the Gunpowder Plot happen?</p> <p>NC: Events beyond living memory that are significant nationally or globally</p> <p>Concept: Cause and consequence</p> <p>Abstract term: Monarchy (James 1), Legacy (bonfire night), Religion</p>	 <p>EQ: What makes Alan Turing and Steve Jobs Significant and why are they remembered?</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements (Technology-computer programming)</p> <p>NC: Compare aspects of life in different periods (Early and late 20th Century)</p> <p>Concept: Similarity and difference</p> <p>Abstract terms: Technology, Legacy</p>			 <p>EQ: Who are the heroes in our Locality and why?</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>NC: Significant people in their own locality</p> <p>NC: Compare aspects of life in different periods (Victorian)</p> <p>Concept: Significance</p> <p>Abstract term: Monarchy (Victoria), Lifestyle, Legacy</p>

YEAR 3			Stone Age Settlers	The Industrial Revolution & Manchester Ship Canal		Ancient Egypt
			 <p>EQ: What was 'new' about the New Stone Age?</p> <p>NC: changes in Britain from the Stone Age to the Iron Age</p> <p>Concept: Continuity and change, significance</p> <p>Abstract terms: Civilisation (farming), Technology, Settlement</p>	 <p>EQ: How did the Manchester Ship Canal support the Industrial Revolution?</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A significant turning point in history</p> <p>Concept: Continuity and change, significance</p> <p>Abstract terms: Monarchy (Victoria), Civilization(trade), Legacy, Technology</p>		 <p>EQ: Was the Nile the source of Ancient Egypt's success?</p> <p>NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p>Concept: Similarity/difference, Cause and consequence</p> <p>Abstract terms: Lifestyle, Settlement, Legacy, Civilisation(trade) Monarchy (pharaoh)</p>
YEAR 4		Longsight's Belle Vue Circus	The Roman Empire and its impact on Britain	Anglo-Saxons & Vikings		
		 <p>EQ: How did the Bellevue circus impact our local area?</p> <p>NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Concept: continuity and change, similarity and difference</p> <p>Abstract terms: Monarchy (Victoria), Leisure, Settlement</p>	 <p>EQ: When did the Romans invade Britain and Why?</p> <p>NC: The Roman Empire and its impact on Britain</p> <p>Concept: Cause and Consequence, significance</p> <p>Abstract terms: Invasion and Legacy, Monarchy (emperors), Technology, Religion, Civilisation</p>	 <p>EQ: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <p>NC: Britain's Settlement by Anglo-Saxons and Scots</p> <p>Concepts: Similarity and difference, cause and consequence</p> <p>Abstract terms: Invasion, Settlement</p>		

YEAR 5		Ancient Greece	Anglo Saxons		Industrial Revolution & the Victorians	Industrial Revolution & the Victorians
		 <p>EQ: Can we thank the Ancient Greeks for anything in our lives today?</p> <p>NC: Study of Greek life and achievements and their influence on the western world</p> <p>Concepts: Cause and consequence, significance</p> <p>Abstract terms: Lifestyle, achievements, Legacy (government), Civilisation (buildings) Monarchy (kings) Religion</p>	 <p>EQ: What did the Anglo-Saxons leave behind?</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Concepts: cause and consequence, Continuity and change,</p> <p>Abstract terms: Invasion, Settlement, Legacy, Monarchy (Edward the Confessor)</p>		 <p>EQ: How did daily life in Manchester change over the reign of Queen Victoria?</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A significant turning point in history</p> <p>Concepts: Similarity and difference, continuity and change,</p> <p>Abstract terms: Monarchy (Victoria) Leisure, Technology</p>	 <p>EQ: How did daily life in Manchester change over the reign of Queen Victoria?</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- A significant turning point in history</p> <p>Concepts: Similarity and difference, continuity and change,</p> <p>Abstract terms: Monarchy (Victoria) Leisure, Technology</p>
YEAR 6	The Blitz in Manchester			Islamic Civilization & Baghdad		World History
	 <p>EQ: What impact did this war have on people's lives in Manchester?</p> <p>NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>			 <p>EQ: What did early Islamic Civilisation leave behind?</p> <p>NC: A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900</p>		 <p>Pupils choose an abstract term and produce an independent project that shows how this term 'threads through' World History and calls on application of historical skills.</p> <p>Children generate their own EQ such as "How has invasion shaped World History?"</p>

	Concepts: Cause and consequence, similarity and difference Abstract terms: Monarchy (George VI) Lifestyle, invasion			Concepts: Continuity and change, similarity and difference Abstract terms: Lifestyle, Legacy, Religion, Technology, Civilization, Leisure		-Conduct Historical Enquiry -Choose, interpret and evaluate Sources . - Communicate findings.
--	--	--	--	--	--	--

Key Concepts Map:

Concept/Coverage	Continuity and change	Similarity and difference	Cause and consequence	Significance
Yr1	➤ Homes past and present in Longsight	➤ Toys through time	➤ The Great Fire of London	
Yr2		➤ Alan Turing & Steve Jobs	➤ The Gunpowder plot	➤ Elizabeth Gaskell Suffragettes/Emmeline Pankhurst
Yr 3	➤ Stone Age Settlers ➤ The Industrial Revolution and Manchester Ship Canal	➤ Ancient Egypt	➤ Ancient Egypt	➤ Stone Age Settlers ➤ The Industrial Revolution and Manchester Ship Canal
Yr 4	➤ Longsight's Belle Vue Circus	➤ Anglo Saxons & Vikings	➤ The Roman Empire and its impact on Britain ➤ Anglo Saxons & Vikings	➤ The Roman Empire and its impact on Britain
Yr 5	➤ Battle of Hastings 1066	➤ Industrial Revolution & The Victorians	➤ Ancient Greece ➤ Battle of Hastings 1066	➤ Ancient Greece
Yr 6	➤ Islamic civilisation & Baghdad	➤ Islamic civilisation & Baghdad ➤ The Blitz in Manchester	➤ The Blitz in Manchester	

Abstract Terms Map:

Abstract Terms/ Coverage	Legacy	Lifestyle	Religion	Technology	Civilization	Invasion	Leisure	Settlement	Monarchy
Yr1	➤ Sm2	➤ A2 ➤ Sp1 ➤ Sm2					➤ Sp1	➤ A2	➤ Sp1 ➤ Sm2
Yr2	➤ A2 ➤ Sp1 ➤ Sm2	➤ Sm2	➤ A2	➤ Sp1					➤ A2 ➤ Sm2
Yr3	➤ Sp2 ➤ Sm2	➤ Sm2		➤ Sp1 ➤ Sp2	➤ Sp1 ➤ Sp2 ➤ Sm2			➤ Sp1 ➤ Sm2	➤ Sp2 ➤ Sm2
Yr4	➤ Sp1		➤ Sp1	➤ Sp1	➤ Sp1	➤ Sp1 ➤ Sp2	➤ A2	➤ A2 ➤ Sp2	➤ A2 ➤ Sp1
Yr5	➤ Sp1	➤ Sp2	➤ A2	➤ Sm2	➤ A2	➤ Sp1	➤ Sm2	➤ Sp1	➤ A2 ➤ Sp1 ➤ Sm2
Yr 6	➤ Sp2	➤ Sp2	➤ Sp2	➤ Sp2	➤ Sp2	➤ A1	➤ Sp2		➤ A1

Approach:

